

Elements of Realistic Fiction & Author's Craft (*Hollis Woods*)

Guided Reading Instruction: Teaching Students to Ask and Answer Questions

EDC423 - Dr. Julie Coiro

Today's Learning Objectives

- 1. Discuss qualities of realistic fiction and initial impressions of "big ideas" and author's craft in *Hollis Woods*
- 2. Introduce methods for Guiding Reading Discussions
 - Reciprocal Teaching (Predict, Question, Clarify, Summarize)
 - Question Answer Relationships (QAR)

Elements of Realistic Fiction

- Narrative stories grounded in reality with believable characters, situations, and settings
 - Reflects contemporary life; takes place in familiar settings; and presents common situations with which the reader can identify
 - Protagonists face real-life problems (abuse, drugs, disability, death) and mature from the life experience
 - Very popular genre (book and authors have won many awards)

Non-Fiction, Fiction, and Fantasy... in 4th grade language

- **Non-Fiction:** (TRUE) a story based on real things that really happened
- **Fiction:** (PRETEND) a story that is pretend
 - **Fantasy:** a story based on things that could never happen in real life (magic, time travel)
 - **Realistic Fiction:** a story based on things that *could* happen in real life, but *didn't*

Types of Realistic Fiction

HOLLIS WOODS

- **Becoming One's Own Person** (transition from child and growing into an adult)
 - Challenging relationships, transitions, struggles with human issues such as friendship, love, or acceptance
- **Coping with Problems of the Human Condition** (physical/emotional challenges and age)
- **Living In A Diverse World** (racial, ethnic, cultural diversity)
- **For Kids:** family stories, school stories, animal stories, adventure/survival stories, humorous stories, mysteries, serious stories

Keifer, Hickman, & Hepler (2007)

Quality Realistic Fiction – What makes a good story?

- **Characteristics:**
 - A good story that engages readers to care about the outcome
 - **** Character development** forms an integral part of the story
 - Involves a challenging situation requiring problem solving or reflection
 - Readers left with optimistic message that problems can be overcome and people have control over their lives
- Keep in mind as you read and reflect on *Hollis Woods* (useful framework for lesson plan response)

Quality Realistic Fiction

- **Benefits:** (with effective instruction)
 - Readers gain new insights into themselves and peers in the context of realistic relationships and problems we face in our lives
 - Presents a model of confronting life experiences where the reader can serve as a spectator (watch reality, from a safe distance, as opposed to escaping from it with fantasy)
 - Depicts life in other cultures, geographic or economic regions which fosters a broader view of the world

What's the best way to sum up the big ideas in narrative texts?

- Use **story elements** to structure your response (and story clues to back up with evidence)
 - Setting/Context:
 - Characters:
 - Problem/Resolution:
 - Key steps toward addressing that problem
 - *Impressions* of theme/author's message
 - *Impressions* of "author's craft"

Author's Craft (Narrative Text)

- Tools and techniques of language and storytelling that an author uses to craft a story
- **Narrative elements** (setting, theme, & characterization – how authors convey information about these elements)
- **Literary Devices** (alliteration, allusion, metaphor, parallel structure, simile, etc)

Connecting to Hollis Woods

- **Refer to your Author's Craft summary chart**
 - Strong Character Development?
 - Challenging Situation requiring problem solving?
 - Hints of an Optimistic Message?
 - New insights into relationships or broader range of experiences?
 - Interesting patterns you are noticing?
- **You might you craft your comprehension questions in your lesson plan around these categories to facilitate discussion of author craft.**

CCSS: Reading Literature

Key Ideas and Details

Author's Craft & Structure

Integrate Knowledge

Grade 5 students:

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
6. Describe how a narrator's or speaker's point of view influences how events are described.
7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Incorporating these discussions into guided reading Gr. 3-6

- These discussions require high-level thinking; moving beyond recall and comprehension of isolated details (Who?, What?, When?)
- Connections between story events? How? Why? What do you think? How do these ideas reflect theme of...?
- Students need modeling & support in how to answer & eventually ask themselves questions that keep them engaged with the story

Asking Questions

- **Question answering** versus **question generating**: both solid strategies for supporting higher-level comprehension
- **Focus on the purpose of asking questions**: come from interest, confusion, curiosity, and a need to know > teach children to how to generate their own questions
- **Set a purpose at three key points**: Before reading...during reading...after reading (B/D/A)

Teaching students to ask quality questions

- **Open-ended (thick) vs. closed (thin)**
- **Ask Why/How questions**: to predict, clarify meaning; understand vocabulary; locate specific info; connect; summarize; extend learning [p.187-189]
- **Reciprocal Teaching**: Ask questions > clarify > summarize > predict



Answering Questions: Question-Answer Relationships (QAR)

- By recognizing the type of question being asked, students are better able to find the answer
- So, they don't spend all their time looking for answers that are not "right there"
- They learn how to generate their own high-level (or low-level) questions
- Move on to **Thick Questions** (big picture concepts) and **Thin Questions** (specific details) that guide their own thinking

Question-Answer Relationships (QAR)

Albert was afraid that Susan would beat him in the tennis match. The night before the match, Albert broke both of Susan's racquets.

- **RIGHT THERE**: When did Albert break both of Susan's racquets?
- **THINK & SEARCH**: Why did Albert break both of Susan's racquets?
- **ON YOUR OWN**: Why was Albert afraid that Susan would beat him?
- **AUTHOR & YOU**: What does the author seem to imply about Albert in this passage?

Levels of Questions

- **Right There: LITERAL**
- **Think and Search: INFERENTIAL** (read between the lines and think how info fit together)
- **Author and You: INFERENTIAL** (think about author clues and formulate own opinion)
- **On My Own: EVALUATIVE** (what do you think?)

Homework

- **For Thursday Nov. 8 (Questioning/Discussion)**:
 - Cornett (Ch. 7 p. 195-215: Discussions)
 - Continue reading Hollis Woods (pp. 55-109) & filling out summary sheet
 - Generate four QAR questions (like in class) from Ch. 11
- **For Tuesday Nov. 13 (Guided Text Discussions)**
 - Book Activity 8: Literature Circle Role Response for class
 - Revise your Think-Aloud Book Activity if needed
- **Thurs. Nov. 15 (Vocabulary)**
 - Alvermann Article (1991) & Book Activity 7 (Discussion Webs)
 - Cornett (Ch. 8: Vocabulary p. 222-257)